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History: As the making of dishes was continued in April, the study and casting of agricultural tools could not be completed during that month. The history work for May will therefore be the continuation of work begun in April. (See history plan for April.)

Literature: Whittier, *King Solomon and the Ants*; Saxe, *King Solomon and the Bees*; *Stories the Sunshine Told*, adapted by Gudrun Thorne-Thomsen; Browning, *The Cricket and the Poet*.

Manual Training: Making of garden stakes. Completion of kites and boats begun in March.

Industrial Art: Weaving of May baskets.

Domestic Science: (See Miss Cooke's outline.)

Correlated Number: Planning of school hotbeds and garden. Calculating the amount of wire needed to inclose the garden. Inking of garden stakes to show depth to which they must be driven. Making of a measuring-rod marked off in centimeters to use in planting seeds and transplanting seedlings from the hotbed. Calculation of force exerted by seedlings in swelling. (See experiments in Miss Cooke's outline.)

Speech, Oral Reading, and Dramatic Art: I. Phonic games. Exercises in articulation based on Bell's vowel table.

Dramatization of bird stories familiar to the children.

II. Poems to be memorized:

1. *The Merry Brown Thrush*, by Lucy Larcom.

2. *The Wind*, by R. L. Stevenson.

Music: (MISS GOODRICH.) The work for this month will be a continuation of the spring songs planned for April.

Reading: March COURSE OF STUDY, *Sunshine Stories*. May COURSE OF STUDY, *Insect Stories*. Selections from Chase's *Birdland* and Bass's *Animal Life*. Texts of songs: Selections from various First and Second Readers bearing upon the spring subjects.

Writing, Spelling, English: Recording of observations in the spring calendar. Written descriptions of birds and flowers for guessing games. Writing suggestions as to the dramatization of stories. Placing of words in dictionaries. Labeling of specimens in mineral boxes.

Physical Culture: (MISS CRAWFORD.) A full account of the work in physical culture for these grades will appear in the June number of the COURSE OF STUDY.

References: Jordan and Kellogg, *Animal Life*; Comstock, *Insect Life*; Chapman, *Handbook of Birds of Eastern North America*; Neltje Blanchan, *Bird Neighbors*; Chapman, *Bird Life and Bird Studies with a Camera*; Dugmore, *Bird Homes*; Wright and Coues, *Citizen Bird*; Coulter, *Plant Relations and Plant Structures*; Davenport, *Introduction to Zoölogy*; Jackman, *Nature Study and Related Subjects and Nature Study*.

Third and Fourth Grades

Gertrude Van Hoesen

Nature Study: The relation of the leaves, stem, and roots to the whole life of the plant.

I. Germination of many seeds.

1. Parts developed: (a) roots; (b) stems; (c) leaves.

2. Source of food for the plantlet in the seed. What is this food? Test for starch. Under what conditions is this food available?

II. Needs of the growing plant—water or moisture, heat, air, light, and soil. Under what conditions must the seed be placed to continue growth after it has exhausted the food stored?

1. How does the plant obtain water?

EXPERIMENT. Place a small plant with a well-developed root and several leaves in a small opening made in a cork, so that the roots are below and the leaves above the cork. In a bottle place a definite amount of water which has been colored. Fit the cork into the bottle and seal carefully with paraffine. Set the plant in the sunlight and leave it untouched for twenty-four hours. How can we tell that the roots have been drinking the water?

2. What becomes of all of the water?

Take another plant similarly fixed, and weigh carefully before placing it in the sunlight. Weigh again the next day. What is the loss? How did the water get out of the bottle when it was sealed?

To answer this question, place over the plant a glass beaker for a few hours. Soon a film of moisture will cover the inside of the glass.

3. Is the water that is transpired from the leaves of the plants in your garden the same in every way as that which is taken up by the roots?

EXPERIMENT. Take a definite amount of water that has been passed through the soil used in the garden. Evaporate it upon a glass. Evaporate an equal amount of water that has transpired from the leaves of the plant. Which leaves a residue? Test residue for constituents. What becomes of this residue in the plant?

To answer this question, dry a plant grown under the same conditions, and burn until only the ash is left. Test ashes for constituents. Do these tests answer the question?

4. What else are the leaves giving off besides moisture?

EXPERIMENT. Submerge an active leaf in water in a glass vessel and expose to light. Bubbles may be seen coming from the leaf surface and rising through the water.

Remove from the light and note the result. Note carefully when the bubbles cease. Bring back into light. Collect gas in a test-tube and test for oxygen. Compare with our own respiration. What do we inhale? What do we exhale? How does this compare with the respiration of the plant?

Geography: **THIRD GRADE.** The study of the illumination of a large city: (1) Street lamps. (2) Gas. (3) Electricity.

Experiments will be given in the laboratory showing in a simple way how gas is

made. This will be followed by an excursion to a gas-plant.

The class has been studying electricity during the last month. Excursions will be made to the electric-light plants in the city.

Compare the advantages of one mode of lighting over another, both in the house and on the street. Compare cost of each.

FOURTH GRADE. The Mississippi Basin. This will be studied both industrially and structurally, the study of structure being necessary to explain the industry.

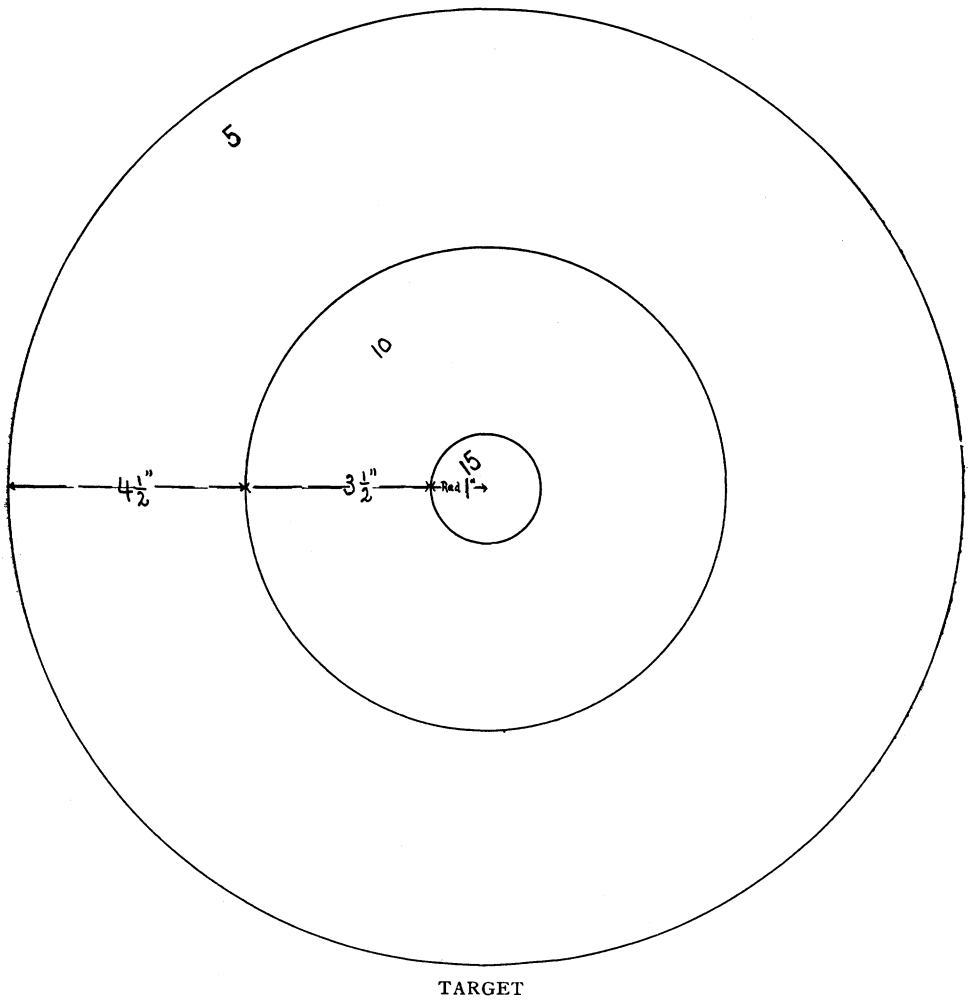
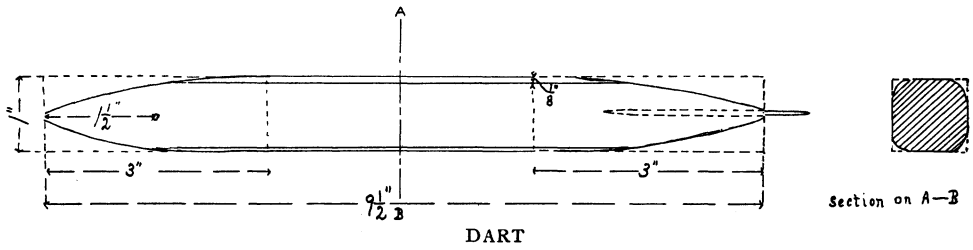
History: **THIRD GRADE** (MRS. THOMSEN). Miss Champlain's plans in sloyd will show the work in history for the month. Whenever a closer study of the objects to be made is required, the children will study pictures and read descriptions. They will also keep a written record of the work they are doing, for the benefit of succeeding classes.

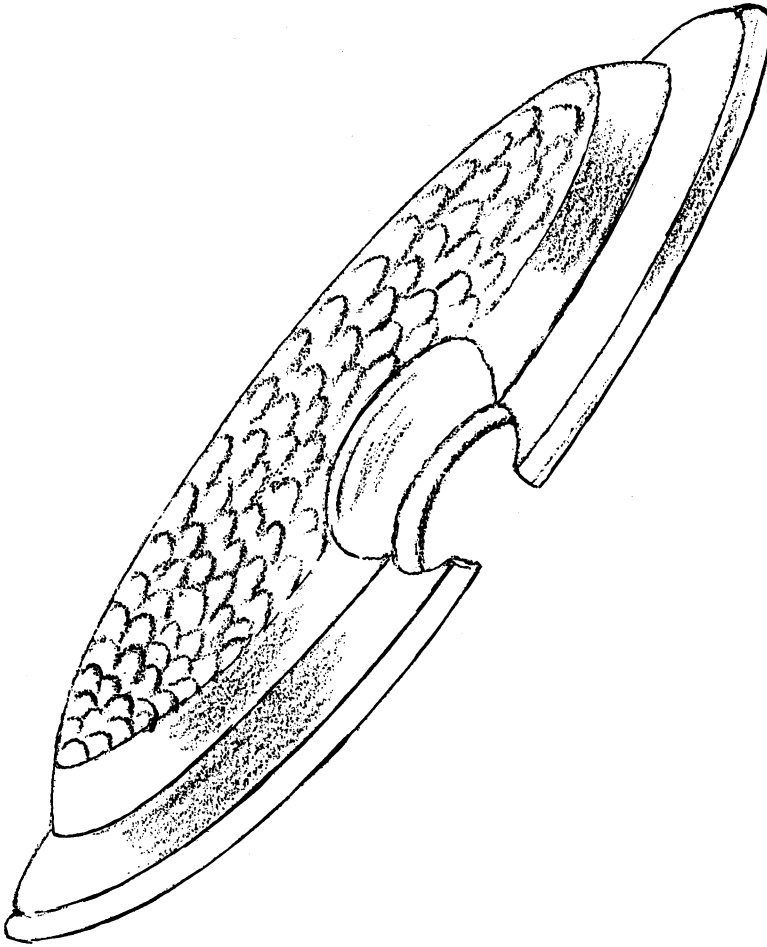
FOURTH GRADE. A continuation of the study of social condition of the Italians as outlined in the last number.

Manual Training: **THIRD GRADE.** (MISS CHAMPLIN.) In connection with the history, the children are making some of the Greek games, also shields and spears, and later will make the suits of armor, helmets, and chariots. The accompanying drawings show what the children made during April.

The target may be made of soft wood, sufficiently thick to allow the point of the dart to pierce it deep enough to hold it securely till the record of each child, in turn, is made. Straw, bound closely, and covered with burlap, may also be used, or sheets of cork.

The center, or bull's-eye, is painted one color, and counts 15 for each dart which comes within its limits; the second band, which is a different color, 10, and the outer one, which is the widest, 5. Each child in turn takes all the darts and throws them, standing several feet from the target.





SHIELD

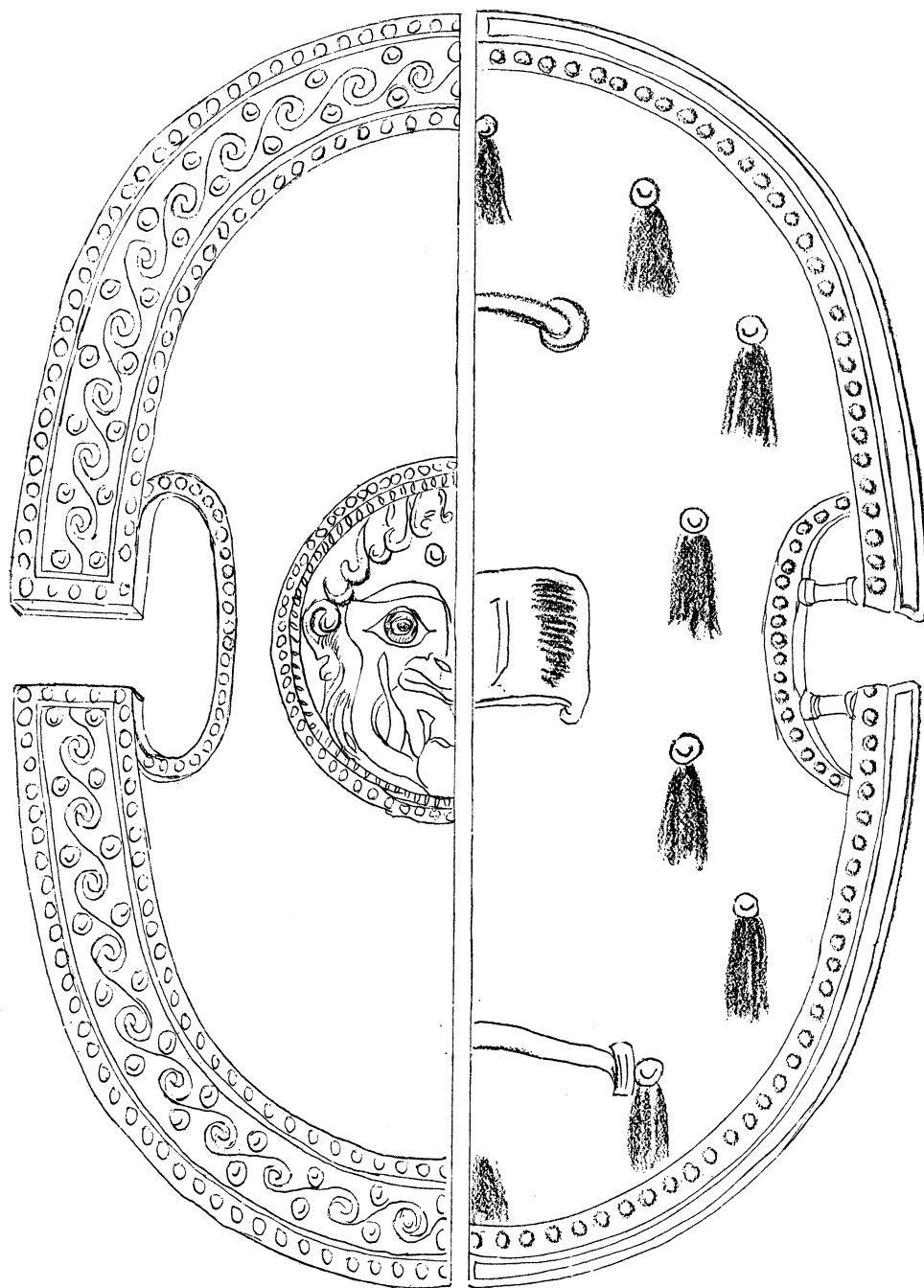
The darts are made of pine, with a heavy carpet-needle inserted in one end, to serve as point, protruding about three-fourths of an inch. At the opposite end four feathers are inserted at regular intervals, one and one-half inches from the point.

The shields are suggestions, both in design and decoration. They will be made of soft wood with the ornamentation painted upon them, and stained to represent leather or metal. The dimensions will depend upon the size of the child who is to use it—not more than two feet long, and a proportionate width. A leather strap, or, if preferred,

a wooden handle, may be fastened to the back.

The spear-heads will be cast in bronze, the children making the models in wood, and also making the flask for the casting. The handles, of course, will be of wood. Each child will make his spear as long as his height.

THIRD AND FOURTH GRADES. In their regular manual training work the children will be allowed to make anything they choose and are able to independently plan. The last requirement makes it possible to give them this privilege at the end of the year.



SHIELDS



SPEAR

Music: A continuation of the work planned in April.

Art: Illustrations of scenes in history, geography, and literature, in drawing, both pencil and crayon, and in painting. In clay, records of germination and spring flowers.

Industrial Art: The children are weaving curtains for a miniature theater; the material used is wool-roving. Each curtain is made of three strips, seven inches wide, woven on the hand-loom. They are joined together and decorated with embroidery stitches. Some of the children are designing the drop-curtain. The design is not yet completed. It will be worked in cross-stitch on coarse canvas.

Literature: Stories of Cimabue, Giotto, Luca della Robbia, Raphael, and other great Italians.

French: (Mlle. ASHLÉMAN.) A trip will be taken to Thatcher's Park, River Forest, during May, in search of violets and other spring flowers. At luncheon stories will be told in French about the flowers gathered. The reading lesson, *Le Club Bouquet Fleuri*, which is given below, will afterward be dramatized by the children. (These reading lessons, when dramatized, are subject to changes made by the children themselves.) The pupils of the Seventh and Eighth grades will make tissue-paper flower costumes for the Third and Fourth grades to use in presenting their play.

The children have learned to Sing *La Bergère* (The Shepherdess), and during this month they will be given the following riddle to guess, the answer being, "la bergère."

Enigme

"Je suis dans les champs, à la ville,
A la ferme et dans le palais;
Mes sujets, d'allure tranquille,
Ne commettent pas de forfaits;
Dans les bals je suis à la mode,
Quoique démodée, et pourtant
Je suis une chose commode
Pour le repos d'un grand parent."

Bouquet Fleuri

Scène Première

Le Rouge-gorge (à Babette sa femme).
Nous sommes invités à chanter au club "Bouquet Fleuri" cette après-midi. Les membres de cette société raconteront une anecdote relative à leur famille. Je me demande, Babette, quelles sont les plus belles fleurs? Ne trouves-tu pas, qu'après le mois de mars nous avons une succession de fleurs qui nous donnent une superbe fête?

Babette. Moi, je les aime toutes. Quand je vois la gentille *Perce-Neige* sortir de la terre longtemps avant que les arbres même

osent montrer leurs petites feuilles, je lui dis, "Ma chérie c'est toi que j'aime."

Quelques jours après je trouve la petite *Fleur du Safran* si faible, si timide. J'ai pitié d'elle, et je lui chante aussi une chansonnette pour lui faire oublier le vent. Tout en chantant il me semble que c'est elle qui est la plus belle parmi les fleurs. A peine ai-je fini de chanter qu'un parfum exquis m'attire, et voilà l'aimable *Violette* qui cause avec la brillante *Primevère*.

Maître Rouge-gorge. En effet, Babette, tu as raison; tu as presque toujours raison, ma petite femme.

Babette. Maître Rouge-gorge, regarde donc ce rayon de soleil. Si tu ne te dépêches pas, nous arriverons trop tard au club "Bouquet Fleuri."

Scène Deuxième

(Maître Rouge-gorge et sa femme sont perchés sur une branche. Ils écoutent attentivement les anecdotes du club "Bouquet Fleuri.")

Anémone. Abandon voilà mon autre nom. Voulez-vous savoir pourquoi je suis livrée sans défense aux dures caresses de Borée, et pourquoi je fleuris avant le printemps? Eh bien, j'étais la plus belle parmi les nymphes qui ornaient la cour de Flore. Vous savez que Zéphyre et Borée sont toujours en guerre.

Malheureusement pour moi, ils se mirent à m'aimer tous deux. Flore découvrit que j'étais sa rivale dans le cœur de Zéphyre. Elle me changea en une plante qui fleurit avant le printemps, et Borée parce que je ne l'aime pas m'agite, m'entr'ouvre, et de dépit, me fane et disperse souvent mes pétales au loin.

Babette (essuyant une larme). Pauvre Anémone, je viendrai souvent te chanter mes plus gaies chansons.

La Pervenche. Les doux-souvenirs, voilà mon symbolisme parmi les hommes. Probablement ce sont mes fleurs d'un bleu

de ciel assez vif qui éveillent les souvenirs.

J'ai honte de ne pouvoir vous raconter une histoire. Pourtant je suis fière d'une chose; j'étais la fleur favorite de Jean Jacques Rousseau.

Maître Robin. Un grand poète t'a chantée—Chateaubriand. Ecoutez. (Il se met à chanter.)

"Te souvient-il de cette amie

Tendre compagne de ma vie—"

(Il s'arrête). Miséricorde! j'ai oublié la dernière partie.

(*Daphné-Bois-gentil*.) J'aime plaire à tout le monde. On dit que je suis coquette. Je suppose que c'est parce que je me pare de ma robe rouge de printemps au milieu des neiges. Je vais vous dire un secret: dans mon écorce je renferme un principe vésicant qui est d'un emploi fort dangereux.

Primevère. Oh, Daphné! j'ai honte de toi! Quel horrible secret. Voici ce qu'un poète dit à mon sujet:

"La primevère sort de l'herbe,

Déployant ses grappes en fleurs.

Que lui sert son luxe superbe?

La pauvrete n'a pas d'odeur."

La Tulipe. Moi, non plus je n'ai pas d'odeur. Pourtant parmi les Turcs, c'est la marque de la plus haute estime que de m'envoyer en présent.

En Orient, je suis regardée comme l'emblème du printemps. C'est au mois d'avril que se célèbre ma fête, "la fête des Tulipes."

On construit dans la cour du sérail des galeries en bois, et l'on dresse des bancs sur lesquels on range en amphithéâtre une quantité prodigieuse de carafes garnies de mes sœurs.

Ces vases sont entremêlés de flambeaux, et sur les gradins sont placées de belles cages remplies d'oiseaux. De distance en distance de grosses boules de cristal contiennent des essences de différentes cou-

leurs. Au centre de la cour est le pavillon du sultan, devant lequel sont étalés les présents que les grands dignitaires offrent à sa Hautesse. La musique et les danses terminent cette fête.

Maître Rouge-gorge. Dis donc, Babette! Il nous faut aller en Turquie voir cette fête.

Babette. Oui, mais pas cette année. Mademoiselle Violette, n'avez vous rien à dire? Je vais vous chanter une chanson avant de partir.

Violette. Les Grecs et les Celtes disent que je suis l'emblème de l'innocence et de la virginité. J'ai toujours décoré les cercueils de leurs jeunes vierges.

On prétend aussi que Vénus, qui est très belle, après avoir épouser le laid Vulcain ne voulait pas le suivre. Alors Vul-

cain s'est fait une couronne de mes sœurs, et la belle déesse, charmée de leur doux parfum sourit à Vulcain et écouta ses protestations d'amour.

Babette et Rouge-gorge (se mettent à chanter).

"Quand Flore, la reine des fleurs,

Eut fait naître la violette

Avec de charmantes couleurs,

Les plus tendres de palette,

Avec le corps d'un papillon

Et ce délicieux arôme

Qui la trahit dans le sillon;

'Enfant de mon chaste royaume

Quel don puis-je encore attacher,'

Dit Flore, 'à ta grâce céleste?'

'Donnez-moi,' dit la fleur modeste,

'Un peu d'herbe pour me cacher.'"

Fifth Grade

Willard Streeter Bass

NOTE: Part of the work outlined below was done in the month of April.

History: The subject for the month will be the French in North America. The following topics will be considered:

I. Discoveries and early explorations.

II. Industrial and social character of the colony.

III. Expansion of the colony through the entire St. Lawrence and Mississippi river basins.

IV. Points at which this expansion met the growth of the English colonies.

V. The conflict between the French and English.

Stories will be told which best typify the spirit, methods, and aims of the French explorers, and which are of most importance in establishing the claim of the French to the territory which they occupied. The stories selected are Champlain's first trip to the lake which bears his name and his

fight there with the Iroquois, Joliet's and Marquette's discovery of the Mississippi, and La Salle's journey to the mouth of that river.

Besides the love of exploration which the sixteenth-century Frenchman possessed to a remarkable degree, three motives animated the French in the efforts to colonize the New World. They were the establishment of a transatlantic French empire, the conversion of the Indians, and the acquisition of wealth through the fur trade. Every French settlement contained some expression of these motives, and the children will take a typical settlement, such as the mission at Michilimackinac, and study its life and organization with some minuteness. The home life, industries, architecture, and government will be compared with that of the English colonies studied earlier in the year.

The extent of the English and French